

## **CHAPTER III**

### **RESEARCH METHOD**

In this research, the researcher presents the procedures used in conducting the research. This chapter concerns with research design, research subject, data collection, and data analysis.

#### **3.1. Research Design**

There are two kinds of research design to conduct the research. Those research designs are qualitative and quantitative. Quantitative research seeks to confirm hypotheses about phenomena and uses highly structured methods such as questionnaires, surveys, and structured observation (Wahyuni, 2012). Denzin and Lincoln (as cited in Richards, 2003) state that qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. It means that qualitative research studies about natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials-case study, personal experience, introspection, life story, interview, artifacts, cultural texts and production, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meanings in individuals' lives (Denzin and Lincoln, 2000). Descriptive research design is used to describe the condition that exists, opinions that are held, processes that are going on, or trends that are developing (Best, J.W., Kahn, J.V., 2003).

In this research, the researcher used descriptive qualitative research design because it made it easy to present the data collection in descriptive form. The researcher wanted to know the teaching method used by teachers in teaching writing at first year students at SMPN 11 Malang and how to implement the teaching method.

### **3.2. Research Subject**

In this research, the subjects are teachers who teach writing on first year student at SMPN 11 Malang. Total numbers of teacher are two teachers who teach writing on first year students at SMPN 11 Malang.

### **3.3. Research Instrument**

The researcher gathered the data to answer the research problems. The researcher used some instruments such as observation, interview, and field notes. Those instruments are explained as follows:

#### **3.3.1. Observation Field Notes**

Observation is defined as a process of fieldwork by people who interact with their natural settings are studied so that their behaviour and words can be put into their proper context (Agrosino, M.V., 2007). It means that observation is useful method to generate in-depth descriptions of organizations or events, to gain the information that is difficult to obtain and to conduct research when other methods are deficient. There are two types of observation namely direct and indirect. Direct observation requires the researcher to become a participant in the context being observed. Indirect observation

does not require the researcher to participate in the context being observed or limits the researcher to interact with the people observes (Wahyuni, 2012).

Field notes are used by the researcher to write information during the observation and assume the data from the observation. The researcher used this instrument to record activities during the teaching and learning process of writing in the classroom. Those activities include class situation in teaching writing, teaching method in teaching writing, and description of the implementation in teaching writing.

In this research, the researcher used observation field notes to obtain information about the activity in the classroom. This field notes allowed the researcher to write anything that occurred in the classroom. The purposes of this instrument are to make the researcher remember the fact and detail information that happened during the observation. The researcher used observation to observe English teachers in using teaching method for teaching writing to the first year students at SMPN 11 Malang. In this research, the researcher used indirect observation because the researcher did not actively participate in teaching learning process. The researcher only watched rather than taking a part. It means that the researcher only observed what kinds of teaching method used by teachers in writing class and how the teaching method was applied by teachers in teaching writing.

### **3.3.2. Observation Checklist**

The list of pinpointed safety practices forms the basis for an observation checklist. Checklists can have a variety of formats, some that are more useful than

others for particular situations. The goal is to develop a checklist format that is reliable and easy to use. Checklists may allow the observer to score each pinpointed practice as either safe or as a concern. Other formats may involve a frequency count of safe practices or concerns, a rating scale for each practice, marking a map of an area, or some combination of these. The observation checklist is a foundation for coaching and data collection. It ensures that all of the critical safety practices are considered in the coaching session. Data recorded on the checklist provides the basis for additional problem solving and action plans.

### **3.3.3. Interview Guide**

Interview is not a neutral tool in gathering the data but active interactions between two or more people leading to negotiate, contextually based on the results (Denzin and Lincoln, 2000). Interview is one of instrument to collect the data from teachers by giving some oral question to gain information about teaching method used by teachers in teaching writing and how to implement the teaching method. There are three types of interview such as structured, unstructured, and semi-structured.

In this research, the researcher used unstructured interview to obtain the data. Burgess (as cited in Wahyuni, 2012, p. 56) states that in unstructured interview, the researcher's control over the conversation is intended to be minimal, but nevertheless the researcher tried to encourage the interviewees to relate experiences and perspective that are relevant to the problems of interest of researcher. This interview is the interaction between the researcher and informants like an everyday conversation. Both

of them tend to be more informal, open ended, and flexible. The purposes of this interview are to verify information and to obtain information that is done by observation.

### **3.4. Data Collection**

The research data were qualitative research data. This research data were about teaching writing process of first year students at SMPN 11 Malang. Teaching writing process divided into two groups: the kinds of teaching method used by teachers in teaching writing and teacher's implementation in teaching writing on first year students at SMPN 11 Malang.

Data collection was done through the observation in writing class of first year students and the interview to the two teachers at SMPN 11 Malang. This research was done through some steps applied by the researcher to collect the data.

1. Doing observation for four times, as follows:
  - First observation
    - a) Doing observation directly in the class
    - b) Taking a note during observation
    - c) Taking a picture about teaching and learning process during observation
    - d) Transcribing the observation result into written form
  - Second observation
    - a) Observing teaching and learning process in the class

- b) Taking a note during observation and taking a picture about teaching and learning process during observation
    - c) Transcribing the observation result into written form
  - o Third observation
    - a) Conducting observation in the class
    - b) Making a note and taking a picture during observation
    - c) Transcribing the observation result into written form
    - d) Taking a picture of every moment interaction between teacher and students in classroom
- 2. Conducting interview with English teachers of first year students at SMPN 11 Malang by face to face to get information based on reseach problems
- 3. Collecting the data that were obtained from observation and interview
- 4. Classifying the data into two groups: the kinds of teaching method used by teachers in teaching writing and teacher's implementation in teaching writing to first year students at SMPN 11 Malang
- 5. Transcribing all the result into written form.

### **3.5. Data Analysis**

Qualitative research in data analysis is that the researcher develops an in-depth analysis of the data that have been collected by the researcher (Wahyuni, 2012). There are some steps to analyze the qualitative data as follows:

1. Selecting the answer such as kind of method in teaching writing and how to implement the teaching method
2. Classifying the answer based on problem of the study such as what is teaching method used by the teacher in teaching writing and how the teacher implemented the teaching method in teaching writing
3. Drawing the conclusion and verifying the data by using the result of data analysis.

